

**IMPACT OF IN-SERVICE TRAINING ON TEACHERS JOB PRFORMANCE IN PUBLIC
SECONDARY SCHOOLS IN KOGI-EAST SENATORIAL DISTRICT, KOGI STATE,
NIGERIA.**

BY

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Abstract

The study investigated the impact of in-service training on teacher's job performance in secondary schools in Kogi-East senatorial District of kogi, state. Five hypotheses were formulated to guide the study at 0.05 level of significance. Descriptive survey design was adopted and a total of 320 teachers from secondary schools constituted the sample and were selected using proportionate stratified random sampling. In- service Training Parameter Questionnaire (ITPQ) was used as instrument for data collection. Chi-square (χ^2) test of goodness of fit was used to test the hypotheses at 0.05 level of significance. The findings of the study indicated that sandwich programme, seminars, workshops and correspondence programmes have significant impact on teachers' job performance in secondary schools at calculated value of 128.53 greater than the chi-square table of 7.83 at 0.05 alpha level, calculated value of 139.76 is greater than the chi-square table value of 7.81 at 0.05 alpha level, calculated value of 128.54 is greater than the chi-square table value of 7.82 at 0.05 alpha level, calculated value of 66.75 is greater than the chi-square table value of 7.82 at 0.05 alpha level respectively. Based on the findings, the following recommendations were made: Seminars and workshops should be organized regularly for teachers to acquire new knowledge and skills in the discharge of their duties. Teachers should be motivated after training as this will enhance qualitative and quantitative teaching and learning in schools.

Keywords: In-service training, job performance, Secondary school, Workshop, sandwich training, correspondence programmes.

Introduction

Human resources otherwise called personnel are used to achieve national development. To enhance effective and efficient job performance, they need to be trained since modern management techniques require continuous updating of knowledge and skills by staff to cope with modern trends and development in the management of educational institutions. The present day education system face the problem of lack of or inadequate training for teachers with reference to secondary schools in Nigeria, and with particular reference to the study area. Adejor, Akogwu and Ameh (2010), stated that training is the teaching and learning activities carried on for the primary purpose of helping members of an organization to acquire and apply the knowledge, skills, abilities and attitudes, needed by a particular job. Their conviction is that training improves changes and moulds the employee's knowledge, skills, behaviour, aptitudes and attitudes towards the requirements of the job and of the organization. Training of teachers involves the inculcation of learning and development of knowledge and skills aimed at helping teachers to acquire and improve the basic knowledge and skills required for effective teaching both within and outside the classroom environment. Teachers need to be regularly and adequately trained and re-trained to update their knowledge and skills to be able to face the technological changes in the management of educational institutions. According to Akpakwu (2008), there are various types of teacher training programmes such as in-service training, sandwich programme, revision courses, seminars, workshops, correspondence programmes, secondment, conferences, day release amongst others in order to enhance their effectiveness in job performance.

Performance is the behaviour that can be evaluated in terms of the extent to which it contributes to organizational effectiveness (Onukwube *et al.*, 2010). Viswesveran and Ones (2000) regard it as the behaviour and outcomes that employees engage in or bring about that are linked with and contribute to organizational goals. It is clear from these definitions that job performance is related to the extent to which an employee is able to accomplish the task assigned to him or her and how the accomplished task contributes to the realization of the organizational goal. Staff Job performance refers to the employee's emotional attachment to, identification with, and involvement in service of the organization for the attainment of the organizational goals (Okpara, 2004). In essence, measuring staff job performance is an assessment of the congruence between an individual's own values and beliefs and those of the organization (Swailles, 2002). Staff job performance therefore, is characterized as employees' willingness to contribute to organizational goals. When employees are sure that they will grow and learn with their current employers, their level of commitment to stay with that particular organization is higher. Job performance in schools refers to teachers' effectiveness in teachings and other administrative duties in the school. Teachers perform

their job effectively when they undergone training. There is inadequate in-service training in secondary schools which invariably affects teacher's job performance (Shaibu & Isah, 2018). These researchers contend that teachers are not given adequate in-service training opportunity in secondary schools to update their knowledge, seminars and workshops are not regularly organized for teachers to acquire new knowledge, skills and appropriate method of teaching and this affect their job performance in secondary schools in Nigeria. According to the National Teachers Institute (2011), conferences are not frequently organized for secondary school teachers to discuss their view and learn from each others' view and opinion. On-the job and off-the job training appears not to be encouraged in secondary schools. Trained teachers perform effectively in schools as the knowledge acquired from training are brought to bear or applied in the courses of performing their distinctive roles. Shaibu and Isah (2018) reiterated that teaching profession by its unique position of imparting knowledge needs training. They further added that teachers need to be regularly and adequately trained to update their knowledge and skills to meet the technological changes to carry out their distinctive role. Odeyemi (2001) is of the view that in all educational establishment, the teaching profession needs more training that will enable teachers to continue to remain relevant in the scheme of things. This is because in a dynamic society with several open sources of acquiring knowledge, the teacher must be properly trained to be able to continue to impart knowledge to the learners both within and outside the classroom environment. Therefore, the need to expose teachers to in-service training by the government of Kogi state to enhance qualitative impartation of knowledge has become imperative. Some of the in-service programmes have been speculated to affect teachers' job performance in public secondary schools in Kogi state but their impacts are yet to be known. These in-service programmes are among others include sandwich, seminar, workshop and correspondence programmes.

Sandwich training according to Akpakwu (2010) is one of the external courses or training which usually involve a fairly long period of time between three-six years. This type of course usually take place during vacation in which teachers acquire new and more knowledge and skills for effective discharge of their duties. Teachers are not given adequate sandwich training which affect their teaching job. He explain further that sandwich training enable teachers to identify various modern teaching techniques, material and equipments. This will aid teaching in and outside the classroom and there will be variation in the lesson delivered, thereby keep students away from being boring. Similarly Joy (2012) see Sandwich training as a process that enables teachers to

acquires more and new knowledge in addition to the knowledge they already acquired. This will make them to function more effectively and efficiently in their job area.

Seminar in the opinion of Nwankwo (2001), seminar is the type of training organized from time to time for teachers by professionals to update their knowledge, acquire new knowledge, skills and various methods of teaching for effective job performance. In the same vein National Teachers Institutes (2011), seminars improve the quality and quantity of output. When seminars is organized for teachers and various professionals give lectures, it helps to expand the knowledge of teachers in the subject areas. Similarly, Segun (2009), opined that through seminar teachers acquire various modern teaching technique and teaching aids which make learning real. Also help teachers from stick to the use of only one method of teaching without varying their teaching methods and this make lesson to be boring. But through seminars, there will e variation in their methods of teaching.

Workshop in the opinion of The National Teachers' Institute (Revised, 2011), made it clear that the re-training workshops make teachers to be innovative in their teaching. Through the re-training workshops, teachers learn new ways of doing things such as use of modern electrical gadgets and teaching technique. New activities to enliven their classrooms and the idea of varying their teaching from time to time using different teaching methods. Supporting this view, Ndu (2007) stated that workshop is a practical demonstration of knowledge. It helps to expand teacher's knowledge and skill on the subject area. When workshop is regularly and adequately organized for teachers, they will acquire modern teaching techniques from experts this will enhance qualitative teaching and learning in school.

Correspondence programme according to Akpakwu (2008) is an informal type of training programme undergone by teachers to update their knowledge and skills for effective and efficient execution of their job. Also Akanni (2005), maintains that correspondence programme organized by most high institutions of learning offer teachers the opportunity to upgrade their knowledge especially secondary school teachers as it enables them to acquire new knowledge, skills and various technique of teaching for effective and efficient teaching within and outside the classroom. When teachers undergone training new jobs and responsibilities are added and this will attract benefits that is, their wages and salary will increase. As a result they will be highly motivated to put in their best in the performance of the job.

Teachers need to be trained because training motivates teachers towards better performance. Training attracts promotion, increment of salary and allowances; all these motivate teachers towards better performance but observation by Shaibu and Isah (2018) show that teachers' training in

Nigeria especially Kogi state is not sufficiently giving attention even though government is well aware of the paramount position of training to enhance teachers' job performance in schools. Training is embarked upon in order to improve teacher's interest and performance on the job, and updating their knowledge and skills to meet the technological changes. This help for more effective use of machine and less material wastage, solves the teachers' personal needs both intrinsically and extrinsically. In addition, training helps to minimize incidences of absenteeism and insubordination in the schools. The Federal Government of Nigeria recognized the importance of training and in her National Policy on Education (FRN, 2004; P. 39) it was stated as follows:

“Teacher education will continue to be given a major emphasis in all our educational planning because no education system can rise above the quality of its teachers. No matter the efficiency of pre-service training we give to our teachers, there will necessarily be areas of inadequacies. In-service education of teachers will continue to fill these gaps”

However, in spite of the above recognition of the need for the training of teachers by the government the attention given to it in Kogi state seems to be poor. According to the National Teachers Institute (2011), manual for the re-training of secondary schools teachers, the issue of training and re-training of teachers in Nigeria, unlike other countries has not received the desired attention from local, state and federal governments. There has not been any systematic attention to update regularly the knowledge and skills of teachers in the light of changes in the school curriculum. This neglect has in turn affected the quality of teaching in schools (Odeyemi, 2011). In schools, observation shows that there is poor job performance, and lack of interest in their jobs which may be due to lack of, or inadequate training and this result to ineffective job performance. When teachers become dissatisfied with their conditions of services which include lack of, or inadequate training, their efficiency and performance are adversely affected and this becomes a problem. However, the basis for the worry in the study is to investigate the impact of in-service training on teachers' job performance in public secondary schools in Kogi east senatorial district of Kogi state.

Statement of the problem

Over the years, there has been a general feeling that lack of systematic training of teacher in public secondary schools appears to be responsible for their poor job performance in schools. It has been observed that teachers are not opportune to go for in-service training to update their knowledge and skills. Seminars and workshops are observed not regularly organized for teachers to acquire new

knowledge making them to impart monotonous and obsolete knowledge into the students. All these aforementioned in the observation of the researchers have become a problem and as a result, the public, parents and stakeholders in education feel concerned about lack/inadequate training for teachers as it affect their performance in secondary. Sometimes, the practice of bureaucratic procedures by the government agents aims at bribe was blamed as one of the problems affecting training of teachers as well as their effective job performance in Kogi east senatorial district. From the foregoing, it is evident that most of the factors that bedeviled teachers' training in Kogi east senatorial district are management factors, a correction of which will ensure effective job performance in public secondary schools in Kogi east senatorial district of Kogi state. However, the problem of the study put in question form is: what are the impacts of in-service training on teachers' job performance in public secondary schools in Kogi east senatorial district of Kogi state. This question will be to address the impacts of in-service training programmes such as sandwich training programme, seminars, workshops and correspondence programme on teachers' job performance in secondary schools and make suggestions on how to overcome these problems of lack/inadequate training and retraining of teachers, as it enhances qualitative and quantitative job performance in secondary schools.

Purpose of the study

The main purpose of this study is to find out the impact of in-service training on teachers' job performance in secondary schools in Kogi East Senatorial District. Specifically, the study will address the following:

- i. Establish the impact of sandwich training programmes on teachers' job performance in secondary schools
- ii. Determine the impact of seminar programme on teachers' job performance in secondary schools.
- iii. Examine the impact of workshops programme on teacher's job performance in secondary schools.
- iv. Find out the impact of correspondence programme on teachers' job performance in secondary schools.

Research Hypotheses

The following hypotheses were formulated and tested and at 0.05 level of significance.

- i. Sandwich programmes have no significant impact on teachers' job performance in secondary school.
- ii. Seminar programmes have no significant impact on teachers' job performance in secondary schools.
- iii. Workshop programmes have no significant impact on teachers' job performance in secondary school.
- iv. Correspondence programmes have no significant impact on teachers' job performance in secondary school.

Research Method

Descriptive survey design was adopted for the study. According to Emakwu (2008), a descriptive survey design is aimed at collecting and analyzing data from items considered representative of the entire population. The finding is inferred on the entire population of the study. The area of the study comprises of all the (9) local governments in kogi east. Namely Ankpa, Bassa, Dekina, Ibaji, Idah, Igalamela, Ofu, Omalaboro and Omala. The population of the study comprises of all the 1840 teachers from the ninety six (96) secondary schools in Kogi East Senatorial District (Source: Ministry of Education, kogi state (2016). A sample size of 320 respondents out of 1840 teachers was randomly selected as sample. In random sampling technique each element of the population has equal and independent chance of being included in the sample (Emaikwu 2008). In view of this, the decision of picking 320 respondents arrived. In- service Training Parameter Questionnaire (ITPQ) was used as instrument for data collection. ITPQ was a structured questionnaire of four option of strongly Agree (SA) Agree (A) Strongly disagree (SD) Disagree (D) designed to obtain information from the respondents. It comprises of two sections A and B. Section contained information on the bio-data of the respondents while section B comprises of twenty five items designed to solicit information on the variables of the study. Four points likert rating scale was used to analyze the data with a response mode The numerical values assigned to the rating are as follows: strongly Agree (SA) = 4, Agree (A) = 3, Strongly Disagree (SD) = 2 Disagree (D) = 1

To ensure content and construct validity of the instrument, experts were drawn from the field of research methods and educational management from the department of Educational foundation, Benue state university, These experts carefully examined, corrected, reformed and moderated the

questionnaire to confirm that it is relevant and it measured what it was supposed to measure. Thereafter, the items were modified along the correction by the supervisor for the final production of the copies of the instrument for data collection. Research questions were analyzed with the aid of mean and standard deviation while hypotheses were analyzed by the aid of Chi-square (χ^2) test of goodness to test the hypotheses at 0.05 alpha level of significance and a total of three hundred and twenty (320) respondents were used for the analysis.

4.1 In-service Training in Secondary Schools.

Hypotheses One:

In-service training has no significant impact on teachers job performance in secondary schools.

Sandwich programme has no significant impact on teachers' job performance in secondary schools.

Table 1: Chi-square test of the impact of sandwich programme on teacher job performance in secondary schools.

Responses	Observed Frequency	Expected Frequency	df	$\chi^{2,Cal}$	$\chi^{2,tab}$	Sig	Decision
No Impact	60(18.5%)	160 (50%)	1	128.55	7.83	0.05	Sign.
Impact	260(81.5 %)	160 (50%)					

Values in parentheses are ($\chi^2 - cal = 128.55, df = 1, p = 0.05 > 0.000$)

Table 1 shows that the chi-square calculated value of 128.55 is greater than the chi-square tabulated value of 7.83 checked at 0.05 level of significance and at 1 degree of freedom. The null hypothesis which stated that sandwich programme have no significant effect on teachers' job performance in secondary schools was therefore rejected, and the alternative hypothesis which stated that sandwich programme have significant impact on teachers job performance was accepted.

Hypothesis two:

Seminars have no significant impact on teacher's job performance in secondary schools.

Table 2: Chi-square test of the impact of Seminars on teacher job performance in secondary schools.

Responses	Observed Frequency	Expected Frequency	df	$X^{2.Cal}$	X^{2tab}	Sig	Decision
No Impact	131(41%)	160 (50%)	1	139.76	7.82	0.05	Sign.
Impact	189(59%)	160 (50%)					

Values in parentheses are ($X^2 - cal = 139.76$ $df = 1$, $p = 0.05 > 0.000$)

Table 2 shows that chi-square calculated value of 139.76 is greater than the chi-square tabulated value of 7.81 checked at 0.05 level of significant and at 1 level of degree of freedom. The null hypothesis which stated that that seminar have no significant effect on teachers job performance in secondary schools was rejected and the alternative hypothesis was accepted. This implies that lack of seminars for teachers have significant impact on teachers' job performance in secondary schools.

Hypothesis three:

Workshop training has no significant impact on teachers' job performance in secondary schools.

Table 3: Chi-square test of the impact of workshops on teacher job performance in secondary schools.

Responses	Observed Frequency	Expected Frequency	df	$X^{2.Cal}$	X^{2tab}	Sig	Decision
No Impact	59(18.4%)	160 (50%)	1	128.54	7.82	0.05	Sign.
Impact	261(81.6%)	160 (50%)					

Values in parentheses are ($X^2 - cal = 128.54$ $df = 1$, $p = 0.05 > 0.000$)

Table 3 shows that chi-square calculated value of 128.54 is greater than the chi-square tabulated value of 7.82 checked at 0.05 level of significant and at 1 degree of freedom. The null hypothesis

which stated that workshops have no significantly effect on teachers' job performance in secondary schools was therefore rejected, while the alternative hypothesis was accepted indicating that lack of or inadequate workshops affect teachers' job performance in secondary schools.

Hypothesis four:

Correspondence programme have no significant impact on teachers' job performance in secondary schools

Table 4: Chi-square test of the impact of correspondence programme on teacher job performance in secondary schools.

Responses	Observed Frequency	Expected Frequency	df	X².Cal	X²tab	Sig	Decision
No Impact	90(28%)	160 (50%)	1	66.75	7.82	0.05	Sign.
Impact	230(72%)	160 (50%)					

Values in parentheses are ($X^2 - cal = 66.75$ $df = 1$, $p = 0.05 > 0.000$)

Table 4 indicated that the chi-square calculated value of 66.75 is greater than the chi-square tabulated value of 7.82 checked at 0.05 level of significance and at 1 degree of freedom. The null hypotheses which stated that correspondence programmes have no significant impact on teachers' job performance in secondary schools was rejected while the alternative hypothesis was accepted indicating that lack of correspondence programmes for secondary schools teachers affect their teaching performance.

Discussion of Finding

The discussion of finding of the study are organized according to each hypotheses tested for easy reading and comprehension. Out of the four null hypotheses that were postulated and tested, all were rejected.

Sandwich programme was the first finding of this study which indicated that sandwich programmes significantly impact on teachers' job performance in secondary schools. The table shows that calculated value of 128.53 is greater than the chi-square table of 7.83 check at 0.05 level of significance and at 1 degree of freedom. In support of this finding, Akpakwu (2004), posits that teachers do not acquire new and more knowledge and skills to carry out their teaching job

effectively due to lack or inadequate sandwich training programme. Teachers need to be trained and retrained to acquire new and more knowledge to improve upon their teaching so that the best will be achieved.

The second finding of the study revealed that, seminars have significant impact on teachers' job performance in secondary schools. The results showed that calculated value of 139.76 is greater than the chi-square table value of 7.81 checked at 0.05 level of significant and at 1 degree of freedom. From this finding, it has therefore been established that seminars have significant impact on teachers' job performance in secondary school. In agreement with the above finding, National teachers' institute (2011), maintains that teachers teach with absolute method of teaching due to lack of seminars. Seminars are not regularly organized for teachers to acquire new method and technique of teaching from professional to improve quality and quantities of teaching/learning. This affects job performance in schools. Seminar should be regularly organized for teachers to acquire new technique so that there will be variation in their method of teaching for effective job performance.

The third finding of the study revealed that workshop has significant impact on teachers' job performance in secondary schools. The result indicated that calculated value of 128.54 is greater than the chi-square table value of 7.82 checked at 0.05 level of significance and at 1 degree of freedom. In support of the above finding, Ndu in Segun (2009) assert that lack of or inadequate workshops training for teachers affect teaching and learning in schools. Teachers need to be trained and re-trained as a result of introduction of technical subjects in schools for effective teaching in schools. The finding also agrees with the views of the National Teachers Institute (2011) that teachers lack innovation in their teaching due to inadequate re-training workshops to acquire new activities to enliven their classroom and the idea of varying their teaching from time to time using different teaching method.

The last finding of this study revealed that correspondence programmes have significant impact on teachers' job performance in secondary schools. This indicate that calculated value of 66.75 is greater than the chi-square table value of 7.82 checked at 0.05 level of significant and at 1 degree of freedom. In agreement with the finding above, Akpakwu (2008) reported that teachers are not giving adequate motivation such as promotion after undergoing correspondence programs and this hinder teachers' maximum job performance. Teachers should be satisfied with their conditions of services so that they can put in their best to ensure higher performance. Teachers need to be

trained to update their knowledge and remain relevant in the scheme of things. This is because the society is a dynamic one with several open sources of acquiring knowledge.

CONCLUSION

Based on the findings of the study the researchers conclude that in-service training, sandwich programme, seminars, workshops and correspondence programmes have significant impact on teachers' job performance in secondary schools especially in the poor delivery of instruction and poor academic performance by the students in public secondary schools in Kogi east senatorial district of Kogi State.

Recommendations

Based on the findings of the study, the following recommendations are made.

- i. Government, NGOs, school managers, PTA, Administrators, Educational planners, curriculum expert or designers and other stake holders in secondary education in Kogi State should give a special priority to training and re-training of secondary school teachers so that they can perform their jobs effectively.
- ii. Government should release teachers to go for in-service training to update their knowledge so as to enjoy their salaries and other allowances while undergoing training in educational institutions.
- iii. Government, managers and educational planners should regularly and adequately organize seminars and workshops for teachers to acquire new knowledge, skills and update their knowledge to meet the technological changes in education.
- iv. Teachers should be motivated after training such as promotion, increment of salaries and other allowances, recognition as these motivate them to improve and develop more interest on their job.
- v. Curriculum experts or planners should increase their commitment to the issue of teachers' training and to re-design it policy to meet changes in the school curriculum towards improving teachers' job performance.

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